

**Carleton University
Winter 2018
Department of English**

ENGL 5208, Section A: Studies in Middle English Literature

2018 Topic:

***A Christian, A Muslim, and a Jew Walked into a Book:
Imagining Religions and Their Differences in Late Medieval English Texts***

Tuesdays / 2:30-5:30pm

Location: *Please confirm location on Carleton Central*

Professor: Dr. S. B. Calkin

Email: siobhain.calkin@carleton.ca

Office: 1809 DT

Phone: (613) 520-2600x2337

Office Hours: Thursdays 11:45am-1:45pm

Course Description:

Although it may seem surprising today, in the later Middle Ages writings about religion and religious difference were some of the most innovative and revolutionary literary texts produced. These texts unflinchingly examine debates about race, group identity, political corruption, gender relations and constructs, war, censorship, cross-cultural connections and conflicts, and the force of institutional structures. This course introduces students to a range of texts from late medieval England and explores the ways in which writings about various religions and religious issues engage some of the hot-button topics of their, and our, day. Specifically, we will study the depictions of Christians, Muslims, and Jews in these texts as we seek to understand the ways in which religious identity and cross-cultural interactions were envisioned by medieval authors as they worked to imagine new social structures and new world orders while offering some thought- (and action-) provoking reflections on the status quo. We will also study the ways in which constructs of masculinity and femininity, and of race and religion, are held up for examination and used for social reflection and reform in these texts.

Course Objectives:

Students in this course will:

- Read a variety of texts and genres from late medieval England (romances, dream visions, saints' lives, (auto)biography, polemical treatise, sermons, blood libel tales)
- Develop an appreciation and understanding of the Middle English language as well as a facility with reading and quoting it
- Explore some of the ways in which medieval English texts engage questions of religion, race, gender, violence, history, otherness, and community formation

- Develop a historical and historicized understanding of the depictions of Christians, Muslims, and Jews in late medieval England and some of the ends to which these representations were put
- Become familiar with current critical discussion about medieval western depictions of religions and their differences

Reading List:

- Geoffrey Chaucer, *The Canterbury Tales*, ed. Jill Mann. Penguin Classics. Toronto: Penguin Books, 2005. (Paperback) ISBN: 0-140-42234-X or 9-780140-422344
- Margery Kempe, *The Book of Margery Kempe*, ed. Lynn Staley. Kalamazoo: Western Michigan University—TEAMS, 1996. (Paperback) ISBN: 1-879288-72-9
- *The King of Tars*, ed. John H. Chandler. Kalamazoo: Western Michigan University—TEAMS, 2015. (Paperback). ISBN 9-781580-442046
- William Langland, *Piers Plowman*, ed. Elizabeth Robertson and Stephen H.A. Shepherd. Trans. E. Talbot Donaldson. Norton Critical Editions. New York: W.W. Norton, 2006. (Paperback). ISBN 978-0-393-97559-8
- *Richard Coer de Lyon*, ed. Peter Larkin. Kalamazoo: Western Michigan University—TEAMS, 2015. (Paperback). ISBN 978-1-58044-201-5
- *Siege of Jerusalem*, ed. Michael Livingston. Kalamazoo: Western Michigan University—TEAMS, 2004. (Paperback). ISBN 1-58044-090-8

Books will be available at Haven Books, 43 Seneca Street, tel: 613-730-9888 /e-mail: info@havenbooks.ca; www.havenbooks.ca

Some supplementary readings will be put on reserve at the library to help with specific assignments.

Evaluation:

Manuscript Editing Assignment (**Due: Week of February 13th, 2018**) 10%

An assignment to transcribe and edit 10-15 lines of Middle English from two manuscript reproductions. You will be expected to provide your transcriptions, a description of the hand(s) and manuscript(s), a brief rationale for your edition, and the edited lines. A full assignment sheet with detailed instructions will be distributed separately.

Short Article Summary (**Due: your selected day**) 5%

*A brief (one-page single-spaced maximum) written summary of one scholarly article listed as a Recommended Secondary Reading for this course. The summary is to be posted on CULearn by 12noon the Monday **before** the class meeting under which it is listed.*

Seminar Presentation (Due: your selected day)

25%

A 60-minute seminar presentation on issues related to the text(s) assigned for the day of your presentation. You should present information for 30 of those minutes and lead class discussion for the other 30 minutes. Secondary research is required, as are a one-page outline of the presentation and a list of the sources used. This outline should be distributed to the class at the presentation or posted on CULearn before class. Please make sure to discuss your seminar with me at least 1 week before your presentation so that I may organize the class so as to avoid overlap. Evaluation will be based on the hour-long presentation, outline, and list of sources, and will reflect the seminar's fulfillment of the length and format requirements, the quality of research, the quality of analysis of primary texts, the clarity of organization and expression, the effectiveness of organization and expression, and the ability to engage class members and manage discussion.

Term Paper

Paper Abstract Presentation (Due: April 3rd, 2018)

5%

Write a 250-word proposal for your essay in which you outline the topic, the primary texts to be studied, your planned thesis or argumentative claim, and the overarching structure of your essay. Read this aloud to the class and we will offer suggestions and insights for your research and essay.

15-20 page paper (Due: April 12th, 2018)

25%

Secondary Research is required, as is use of MLA or Chicago Style for bibliographic references.

Reading Responses

20%

*You are expected to post to CULearn **2 (two) questions** for discussion or **1 (one) paragraph** of reflection on the assigned readings for each class meeting (Jan. 16-Mar. 27). **Each post is to be made to CULearn before 9am on the Tuesday of that class meeting, and you are expected to come to class prepared to share your ideas as a kick-off to discussion as needed.** Posts will be evaluated on thoughtfulness of analysis, clarity and correctness of prose communication of your ideas, timeliness of completion/posting, and engagement with the readings for that day.*

Attendance and Participation

10%

Because this is a seminar, much of the discussion will be shaped and initiated by you, the students. I expect you to come to all classes with 1-3 questions or passages earmarked for discussion, and to participate in lively and civil discussion. I also expect you to engage with other students' seminar presentations. Attendance will be taken at each class, including the first meeting. Please note that surfing the web, e-mailing, texting, facebooking, etc. while in class does not constitute either attendance or participation and will substantially lower your grade for this portion of the course. Please see separate sheet distributed at the first class for a more explicit outline of grading criteria.

Please Note: If one of your assignments is lost, misplaced, or not received by the instructor, you are responsible for having a backup copy that can be submitted immediately upon request.

Please note: Student or professor materials created for this course (including presentations, hand-outs, assignments, lectures, quizzes, drafts, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, suspension from a program, suspension from the university, or even expulsion from the university. For more information please go to:

<https://carleton.ca/registrar/academic-integrity/>

Please note: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide: <http://carleton.ca/equity/accommodation/academic/students/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide above.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC

coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam.

Schedule of Classes and Readings:

Check Class Location in Carleton Central. Readings are to be completed for class by the date under which they are listed. Please note that I reserve the right to adjust this syllabus to meet the needs of the class; however, major changes will be announced in advance.

(RSV): available through Library Reserves

(on-line): available on-line through Library Catalogue or Summon

T. Jan. 9 Introduction to Course
 Historical Contexts and Key Terms

I. Christians Depicting Christians: Spiritual Seeking and Corruption

T. Jan. 16 **Primary Readings:**
 Geoffrey Chaucer, *General Prologue*, in *The Canterbury Tales (CT)*
 —. *The Friar's Prologue and Tale*, in *CT*

Recommended Secondary Readings:

Historians on Chaucer, ed. S. Rigby (Oxford, 2014), any of Chapters 6, 7, 8, 9,
 11, 19, 24, 25. **(on-line)**
 Jill Mann, *Chaucer and Medieval Estates Satire*, Ch. 2 "The Anti-Clerical
 Tradition in Estates Satire," pp. 17-54. **(RSV)**

T. Jan. 23 **Primary Readings:**
 Geoffrey Chaucer, *The Summoner's Prologue and Tale*, in *CT*
 —. *The Pardoner's Prologue and Tale*, in *CT*

Recommended Secondary Readings:

 Penn R. Szittyta, "The Friar as False Apostle: Antifraternal Exegesis and the
 Summoner's Tale," *Studies in Philology* 71.1 (1974): 19-46. **(on-line)**
 Lisa Lampert-Weissig, "Chaucer's Pardoner and the Jews," *Exemplaria* 28.4
 (2016): 337-60. **(on-line)**

T. Jan. 30

Primary Readings:

William Langland, "Prologue" in *Piers Plowman* [B-version] (*PP*)
—, Passus 15

Recommended Secondary Readings:

Emily Steiner, *Reading Piers Plowman* (Cambridge, 2013), "Introduction (Prologue)," pp. 1-20, or Chapter 5 "Practice (B. 13-15)," pp. 140-71. (RSV)

James Simpson, *Piers Plowman: An Introduction to the B-Text* (London, 1990), "Introduction," 1-16 or Chapter 1, 17-38. (RSV)

T. Feb. 6

Primary Readings:

William Langland, *Piers Plowman*, Passus 16-18

Recommended Secondary Readings:

Emily Steiner, *Reading Piers Plowman*, Chapter 6 "Belief (B. 16-18)," pp. 172-210. (RSV)

James Simpson, *Piers Plowman: An Introduction to the B-Text*, 167-216 (RSV)

II. Christians Depicting Muslims: Desire, Crusade, and Religion-as-Race

T. Feb. 13

Editing Assignment Due This Week

Primary Readings:

Geoffrey Chaucer, *The Man of Law's Prologue and Tale*, in *CT*
The King of Tars

Recommended Secondary Readings:

Kathryn L. Lynch, "Storytelling, Exchange and Constancy: East and West in Chaucer's *Man of Law's Tale*," *Chaucer Review* 33 (1999): 409-22 (on-line)

Geraldine Heng, *Empire of Magic: Medieval Romance and the Politics of Cultural Fantasy* (New York, 2003) Chapter 4 "Beauty and the East" (RSV)

Siobhain Bly Calkin, "Marking Religion on the Body: Saracens, Categorization, and *The King of Tars*," *Journal of English and Germanic Philology* 104 (2005): 219-38. (on-line)

T. Feb. 20

NO CLASS; READING WEEK

T. Feb. 27

Primary Readings:

Muslim Voices: Bahā' al-Dīn Ibn Shaddād, *The Rare and Excellent History of Saladin*, trans. Richards (Aldershot, 2002), 146-88 **(RSV or from prof)**
Richard Coer de Lyon, lines 1-3758 (Focus particularly on ll. 1-250, 1243-1678, 2607-3758)

Recommended Secondary Readings:

Geraldine Heng, *Empire of Magic*, Chapter 2, "The Romance of England: *Richard Coer de Lyon* and the Politics of Race, Religion, Sexuality, and Nation," 63-114. **(RSV)**
Nicola F. McDonald, "Eating People and the Alimentary Logic of *Richard Coeur de Lion*," in *Pulp Fictions of Medieval England: Essays in Popular Romance*, ed. McDonald (Manchester, 2004), 124-50. **(on-line)**
Alan Ambrisco, "Cannibalism and Cultural Encounters in *Richard Coeur de Lion*," *Journal of Medieval and Early Modern Studies* 29.3 (1999): 499-528. **(on-line)**

III. Christians Depicting Jews: Blood Libels and Entanglement

T. Mar. 6

Primary Readings:

Jewish Voices: Susan L. Einbinder, "Meir b. Elijah of Norwich: persecution and poetry among medieval English Jews," *Journal of Medieval History* 26.2 (2000): 145-62. **(on-line)**
Geoffrey Chaucer, *The Prioress's Prologue and Tale*, in *CT*

Recommended Secondary Readings:

Sylvia Tomasch, "Postcolonial Chaucer and the Virtual Jew," in *The Postcolonial Middle Ages*, ed. Cohen (New York, 2000), 243-60. **(RSV)**
Anthony Bale, "Miracle: Shifting Definitions in 'The Miracle of the Boy Singer'," chapter 3 of *The Jew in the Medieval Book: English Antisemitisms 1350-1500* (Cambridge, 2006), 55-104. **(RSV?)**

T. Mar. 13

Primary Readings:

The Siege of Jerusalem

Recommended Secondary Readings:

Mary Hamel, "*The Siege of Jerusalem* as a crusading poem," in *Journeys Toward God: Pilgrimage and Crusade*, ed. Sargent-Baur (Kalamazoo MI, 1992), 177-94. **(RSV)**
Merrall Llewelyn Price, "Imperial Violence and the Monstrous Mother: Cannibalism at the Siege of Jerusalem," in *Domestic Violence in Medieval Texts*, ed. Salisbury, Donavin and Price (Gainesville FL, 2002), 272-98. **(RSV)**

IV. Christian Women: Saints and Wives

T. Mar. 20 **Primary Readings:**

Geoffrey Chaucer, *The Second Nun's Prologue and Tale*, in *CT*
——. *The Wife of Bath's Prologue*, in *CT*

Recommended Secondary Readings:

Karen Winstead, *Virgin Martyrs* (Ithaca, 1997), Ch. 2 “Unruly Virgins and the Laity, 1250-1400,” 64-111. **(RSV)**

Carolyn Dinshaw, *Chaucer's Sexual Poetics* (Madison WI, 1989),
“Introduction,” 3-27 or Chapter 4 “The Wife of Bath and Her Glossators,” 113-31. **(RSV)**

T. Mar. 27 **Primary Readings:**

Margery Kempe, *The Book of Margery Kempe*

Recommended Secondary Readings:

Carolyn Dinshaw, “Margery Kempe,” in *The Cambridge Companion to Medieval Women's Writing*, ed. Dinshaw and Wallace (Cambridge, 2003), 222-39. **(RSV)**

Lynn Staley, *Margery Kempe's Dissenting Fictions* (University Park, PA, 1994), any chapter. **(RSV)**

T. Apr. 3 **Paper Abstract Presentations Due**

Finish *The Book of Margery Kempe*
Closing Discussion

T. Apr. 10 **No Class**

Th. Apr. 12 **No Class; Term Papers Due**